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ABSTRACT

The purpose of this paper is the presentation of a proposal for a year-round operation and an annual assignment system (YRO/AAS) to the administrative officers of the College of DuPage, Glen Ellyn, Illinois. The proposal is comprised of four chapters. The first chapter deals with the significance of the study in terms of the College of DuPage's administration phasing out four-quarter contracts and demoralizing the faculty in the process. It then attempts to show how an all-college annual assignment would give the institution a year-round operation. It defines its terms through a literature search, and looks at other schools that are attempting a year-round operation. Chapter 2 investigates the administrative science theory for a rationale and philosophy for a year-round operation or an annual assignment system. It looks at management theory in the hope of bettering the morale and work climate of the institution. Chapter 3 provides the proof that the college can put the faculty of Omega College, a unit of the College of DuPage, on an annual assignment system at no extra cost to the institution. Omega College could then operate on a year-round basis. Chapter 4 develops an internal governance model and an operational scheme for such a program. It attempts to show how the year-round operation/annual assignment system follows the basic mission purpose of the institution. (Author/DB)

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A PROPOSAL TO THE PRESIDENT TO ESTABLISH A YEAR-ROUND OPERATION AND AN ANNUAL ASSIGNMENT SYSTEM FOR OMEGA COLLEGE, BEGINNING SUMMER, 1974

by

Mario R. Reda, M.S.C.D.

College of DuPage

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

April 23, 1974

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This study is not the result of just one person's work but is the result of endless hours of discussion from the Omega College Faculty, especially the Omega Committee for an Annual Assignment System. A special note of appreciation must be made to three of my colleagues serving on this committee whose logic and composition can be especially found in Chapter IV on finances. They are Robert Ellis, my co-chairman, Jack Wiseman, and Dan Richardson.

Further thanks must be extended to friends within the institution who assisted this writer in a variety of ways: David Boyd for assisting me in finding materials and Wayne Stuetzer from the graphics division of the College. Critical help came from Alan Lanning at the University of Michigan's Center for Higher Education and special input was received from my lecturer, Dr. . Nelson of Nova University and Michigan State University.

I would also like to note the work performed by my wife, Janis Reda. Not only did she type the final manuscript but her critical thinking was needed continuously throughout this work. Without her careful inspection and deep interest

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in the topic this work could not have been completed.

Although the individuals who directly aided in the writing of this proposal are many and mention of all may not have been complete, special reference must be made to Carter D. Carroll, Dean of Omega College. Dean Carroll's championing of the idea for a year-round operation and annual assignment can be witnessed in a communication to College of DuPage President Rodney Berg on August 16, 1973 when he proposed "to undertake a special project". It was his encouragement and special trust in this writer and the Omega Committee for an Annual Assignment that has brought this study to its present documented stage.

Needlesstosay, this work could never have occurred unless there was support from my Dean, Omega College's Educational Development Team and the College of DuPage President, who encouraged this study proposal with special research funds to Omega College.

Lastly, it was colleagues in Omega College who listened, patiently understood and tolerated many irritations that may have been generated during tense moments of the study. To all these this writer states thank you.

Mario R. Reda

Glen Ellyn, Illinois

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CHAPTER I

INTRODUCTION AND LITERATURE

NATURE AND SCOPE

The intent of this paper is the presentation of a proposal for a year-round operation and an annual assignment system (YRO/AAS) to the administrative officers of the College of DuPage, Glen Ellyn, Illinois. It is the purpose of this investigation to begin a change program that will eventually establish a new educational systems policy and college governance policy that would bring faculty in Omega College, a unit of the College of DuPage, into full-year faculty assignments and an annual assignment system. In addition, the proposed purpose of this study is to present data that will result in recommendations for possible future actions that will benefit the institution toward performing its chartered functions.

Cognitive Map

This study proposal treats a number of basic educational-managerial ideas. It was found in the earliest tertiary investigations that to place faculty on four-quarter contracts called for an in-depth understanding of a number of issues that would at first seem somewhat unnecessary when initiating such a proposal. Yet, the long-range

ramifications of adopting a YRO-AAS for Omega College would demand the most comprehensive investigation possible. Hence, this report has been presented in the following manner.

This report is divided into four short chapters. The first of these is entitled "Chapter I, Introduction and Literature". Contained within this unit is the thesis idea, information connoting direction of the report and also within its section, Nature and Scope, a brief overview is given with reference to the history of the proposal. The next major section of the chapter is a review of the literature. The review is comprehensive in the sense that a wide reference to a number of studies is made and yet it is selective in that only certain significant studies are highlighted and elaborated upon. The review is important in the sense that it places the College of DuPage study and its uniqueness in perspective with American higher education.

"Chapter II, An Administrative Science Rationale for an Annual Assignment System and Year-Round Operation" attempts to "tap" behavioral science theory that Omega College has applied in its organizational philosophy. This chapter is an attempt to give a philosophical/behavioral underpinning to the proposed plan.

"Chapter III, Financial Prospectus", is the basic vehicle for this report. It is this chapter that carries the program in terms of additional costs to the College of

DuPage when the YRO-AAS is adopted. This chapter will show that all Omega College desiring annual assignments can financially be placed on such a contract given certain performance objectives, and that this will not cost but benefit the college in short and long range views.

Chapter IV, the concluding unit, investigates possible procedures regarding Omega's internal governance. This chapter brings together the important long-range "mission" of the College of DuPage and the implementation of that purpose in terms of not losing sight of specific goals in the regular operations.

A First Glance

As the investigation evolved issues such as motivation, morale, productivity and organizational development were now substantive ingredients of the once simple issue of four-quarter contracts. No longer was this a proposal for increased welfare. An evolution occurred: it had to become an issue for a new contract between the faculty and its client population, a promise for a better operational method and, in exchange for such a service, a maintenance of faculty salary and buying power (given the new crush of the economy and resultant increase of personal costs).

When attempting to bring light to the question of budget and available dollars to finance a year-round faculty with annual assignments a need became evident to investigate credit hours generated by small colleges as well as dollars

generated. What followed was an additional need to understand whole sets of relationships between cost and performance.

Not only was it important to attempt to understand matters of academic expense but it became evident that increased salary meant that increased work loads must also occur. If this research was simple to demonstrate to the citizens of Community College District 501 that by increasing the contractual hours of full-time faculty to a full year they would receive in return a full year's work, then the study is a proposal of the obvious. What the research found that must be demonstrated is that a year-round faculty would provide for a new performance level improvement that would dramatically improve the services of the college in the district for its potential clientel.

New questions were occurring. The faculty must now plan a year's involvement of service to be performed for its client, the student, not only in terms of courses and office hours but in terms of the best conceivable total educational experience. Faculty and administration had said this before but now increased time, on a full-time contractual basis, would compel the collective faculty to deal with the issue of the illusive commuter college student and student life.

A BRIEF HISTORICAL PERSPECTIVE OF THE ANNUAL ASSIGNMENT

At the College of DuPage the faculty had operated, since the institution's inception in 1966, believing that all faculty could strive to demonstrate excellence in instruction and receive as a reward full employment in terms of a four-quarter contract. Therefore, nine month faculty would work toward the accomplishment of this goal.

Recently 5 out of 6 college cluster deans voted the recommendation of the removal of this policy. Similarly, they also removed all existing four-quarter contracts. The depression and negative climate that resulted were monumental.

Since that date the College President, Dr. Rodney Berg, appeared before the faculty welfare council and stated that if a "superior plan" were proposed he would reinstate the four-quarter contract. The President also appeared before the Board of Trustees of District 501 and announced that Omega College was studying this problem and a proposal would result from a task force investigation.

Carter D. Carroll, Dean of Omega College, in his earliest proposal to undertake a special project wrote of some outcomes that he believed would occur from such a system. Carroll wrote that the annual assignment "would be . . . constructed over four quarters". He also wrote that

"The totality of annual assignments would provide: a comprehensive picture of professional effort; a constancy of professional effort; an integrated educational program; a stabilization in scheduling; an instrument for individual and college assessments". In the original draft by Dean Carroll it was also reflected that such a system would account for "the needs of the students" as well as "the individual faculty member's goals or objectives".

EXPECTATIONS OF THE STUDY

The expectations of the study were threefold:

1) that Omega College, a cluster within the College of DuPage, adopt for 1974 an annual assignment system and a new governance mode of operation;

2) that the President accept Omega College's Task Force Report with the approval of the cluster faculty and also permit the budgetary funding for the annual assignment system and year-round operation;

3) that the other deans permit the Omega Task Force to explain this proposal to their colleges.

A REVIEW OF THE LITERATURE

This part of the research project is an attempt to review the pertinent literature regarding year-round operations (YRO). The objective is to gain an increased understanding of institutions in higher education that have attempted to place their organizations on full-year

calendars. By "increased understanding" it is meant that the reader would know from the literature search how example schools managed the planning problems of full-time faculty programs, what YRO would do to or for the student, and whether there were some unforseen issues in YRO annual assignment systems.

A detailed research was conducted of materials gathered by the Department of Health,Education and Welfare U.S. Office of Education ERIC file. A number of references are cited in that file that seem pertinent, and two major studies were consulted that applied to this work. One of those studies itself was an exhaustive review of the literature of materials published and unpublished. Some secondary references of unpublished materials will be cited here noting their origins with proper specification.

YRO Defined

When researching the concept of schools following full calandars of work with total staffs functioning in those time frames it becomes necessary to define and clarify what is meant by this type of operation. Sidney Suslow and Michael J. Riley define such operations in a report from the Office of Institutional Research, University of California, Berkeley. They wrote that "more precisely the term 'year-round education' has come to signify an academic calandar approaching either three terms per year or four quarters per

year".[1] Such a calendar definition means that institutions on semester systems would conduct tri-mester schedules and quarter institutions would conduct schedular programs of four equal quarters. Under such a definition it was not explicitly stated, but implicitly woven into the literature previously consulted by administrator-educators it was implied that "full (or nearly so)" use of physical plant and staff/administration would occur with such a definition of a year-round educational calendar.[2]

Utilizing the ERIC materials as a secondary source, a California State Staff Report noted that a year-round school operates at least 48 out of 52 weeks. Such early accounts during the 1960's progressive California educational system became norm setting values for public state administrators and legislators regarding operational definitions for year-round education. The quantitative definition of 48 weeks appears again in later studies conducted in California and it rapidly takes root in this "standards setting" section of Suslow's accounting of the California Staff Report of November 26, 1963.

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[1]Sidney Suslow and Michael J. Riley, "Year-Round Operation at Berkeley, Background and Implementation", Office of Institutional Research (California University, Berkeley: Oct. '68), ERIC File #ED 043937.

[2]IBID., p. 4.

[3]IBID., p. 6.

Numbers of Schools Organized in Different Calendar Models

Among the schools in higher education a limited number (based on a 5-year old survey) are on true year-round operation. The survey first reported that 1,780 institutions were on the semester system while only 300 schools recorded the use of the quarter schedule with the report leaving the reader to assume that 4/5 (240) of these institutions have full-operational fourth quarters. The survey also reported that 4/5 of the semester institutions use two 17 week semesters and 1/5 of the quarter schools use three 11 week quarters. Such data is listed in a reportorial form based on the original development of the information.[1]

It is noteworthy to call the reader's attention to the fact that most schools of higher education are organized on the semester model. Empirically it can be stated that this is the older of the two basic possible models and that it was not until 1894 that William Rainey Harper of the University of Chicago was credited with introducing the quarter plan.[2]

Although many institutions are noted to claim to offer full year-round operations, it has been found that these are

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[1]IBID., p. 7.

[2]John L. R. Reilher, Survey: Year-Round Utilization of College Facilities: A Summary Report (Los Angeles: Los Angeles City Schools, 1965), p. 12.

usually truncated summer operations.[1] The primary and secondary sources appear to point to YRO as a program of nearly 48 weeks of operation with high utilization of staff facilities and plants.

Rationale for YRO: The California Studies

Suslow and Riley: Growth Data

The Suslow and Riley report focused on the Berkeley campus of the California University system. The report writers approached the problem as a study of a university plan that had put the institution on a year-round operation. It based its rationale for instituting a YRO on a number of long-range planning factors.

The study first recorded data from the U.S. Bureau of Census which projected that the age-specific category, i.e. college-age population, would increase by nearly 65% between 1960 and 1975. Growth projections were dominant especially with the California enrollment projected to be 118,750 by 1975; during the writing of the report (1968) the enrollment projection moved upward to 146,000 by 1975.

Faced with tremendous enrollment demands the university found institutional policy shaped by three possible solutions. The first was to turn away highly qualified students. Secondly, the state could continue to accomodate these students by building more buildings; and lastly, a possible

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[1] IBID., p. 4.

solution was to educate more students on existing campuses by using the existing campuses to their maximum capacities.

> The decision to go on year-round operations was made to accommodate a greater number of students and make more economical use of university facilities. To implement year-round operations the quarter system was adopted after much debate. At a level of 40% as many students in the summer quarter as in the regular year, this development adds to the year-round capacity of the university by about 13%--or the equivalent by the year 2000 of a campus the size of Berkeley or UCLA.[1]

Quarter Vs. Semester Study

University administration believed that if a successful year-round operation was to occur it must present its curricula to the student in a quarter-term model. It was believed that a trimester system was problem-loaded and that student-university conveniences would be better served without any deterioration to classroom scholarship and scholarly research through the new quarter calendar.

In a 1964 study of public higher education in California a number of problems were cited comparing trimester and four-quarter calendars for YRO. The study accounted for the possible fatigue of students and faculty in YRO calendars.[2]

The researchers were concerned that this high paced, year-round calendar may cause some type of deterioration

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[1] Ibid., p. 12.

[2] The California Council of Higher Education, "A Comparison of the Trimester and Four Quarter Calendars for Year-Round Operation of Public Higher Education in California" (Sacramento, 1964), pp. 12-14.

to programs, although the Berkeley study also demonstrated concern for this when it attempted to account for differences in two semester and four quarter calendars.[1] Suslow found that academic writing and classroom performance did not significantly change within the departments of the university.

Staffing and Other Problems

A second problem noted in the 1964 study was staffing. It reported that the YRO of an institution may result in the understaffing of administrative and other central offices and services.[2]

Other problems believed to possibly occur in year-round operations were: 1) the length of the term may cause an institution to compress a term into too few weeks; and, 2) articulation with secondary schools and other institutions of higher education not on YRO may be less effective. The 1964 study also noted that the efficiency of the operation was based on adequate enrollment in classes offered during each term.[3]

Use of the Physical Plant

The same study noted a number of positive factors in placing an institution on full-term calendars. In California

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[1] Ibid.

[2] Op. Cit.

[3] Ibid.

higher education the report found that YRO provides education for the largest possible number of students in a given physical plant. The ramifications of this finding can become great, especially when classrooms become highly equipped, not in the traditional ways such as chemistry and media laboratories are highly equipped but in futuristic classroom designs such as one proposed at the College of DuPage, i. e. with full telephone-computer terminals, expensive motion picture screens, and sound-tight, climate controlled classrooms.

Flexibility

Another issue cited in the California report was that YRO would accord greater flexibility to student options and that students would be served with greater flexibility. It appears that a promotional campaign noting increased options in DuPage County to the new and returning adult student could be conducted informing the client of these opportunities.

The literature searched also showed an issue that upon investigation appears to be unique to the California system. The YRO helped delay and reduce the requirement of the capital outlay funds "while income to fund auxiliary enterprises (e. g., cafeterias, dormatories) is [was] increased".[1] Although the College of DuPage is without

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[1] Ibid., pp. 12-14.

dormatories it does house some auxiliary enterprises that may provide a similar budgetary function.

A State Legislature and Facility Utilization

The C.C.H.E. report relayed the concern on the part of the legislature for the expanding enrollments in California education. Because of such pressure the development of any educational policy to remedy such an issue would be welcomed. Not only was there expansion in the growing community college system but also across the educational spectrum.

> The year-round operation of public schools, colleges and universities has won strong support particularly from governing boards, legislators and the public on the principle of better use of physical plants. The full benefit of this can be achieved only by the fullest possible, reasonable use of facilities.[1]

In what has been referred to as the 1968 Touche report (a state study) a recommendation was forwarded to the California colleges and universities. The report specified that in order to improve utilization of facilities and reduce the need for new campuses schools should study converting to the quarter system academic calendar and year-round operations.[2]

Finding Limitations

It was reported in one study that increased plant

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[1] Ibid.

[2] Touche et al, EVALUATION OF YEAR-ROUND OPERATION AT THE UNIVERSITY OF CALIFORNIA AND THE CALIFORNIA STATE COLLEGES (Sacramento Co-ordinating Council for Higher Education: Sept., 1968), p. vi.

utilization was calculated to have a median gain by students of 4.53%. This figure was arrived at with a calculated summer enrollment of 40%.[1]

In 1963 W. Hugh Stickler, researching for Southern Regional Education Board, writes that as of that date few schools "have adjusted their calendars" and from such sources there is little in the way of accurate statistical data that can be shared.

> It is not feasible to give 'before and after' comparative costs for these institutions (nine 4 quarter schools) either separately or as a group. Neither is it possible to make meaningful financial comparison between this group and other institutions operating on traditional calendars . .[1]

The writer further implies that the financial implications depend on . . . "The subjective judgement of . . . administrators".[2] It seems that hard data is absent to make judgements that might be applicable to other institutions. Such calendar and operational decisions then fall into areas of whether or not such programing is in itself a desirable goal. It is at this point that administrative professional expertise is called for to decide if this is sound educational policy beyond simple cost issues.

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[1]W. Hugh Stickler and Milton W. Carothers, The Year Calendar in Operation (Atlanta: Southern Regional Education Board, 1963), p. vi. This work was reported in the ERIC File Report #ED 044108 and is also found in the Sheehan and Bradley study, Planning for Higher Education (1974).

[2]Ibid.

Some attempts have been made in more recent studies to examine the costs of such programs so as to better make a decision toward implementing the year-round operations. In one attempt to understand possible gains in enrollment at California Community Colleges it was found that the percent gain in student enrollment had dramatically varied from school to school. The range of calculated gain using YRO was .4% to 26% for specific schools with the other state community colleges falling somewhere in between those polar opposites.[1]

The same study also computed the statewide gain to be 6.7%.[2] The figure was based on the computed percentage of gain or loss in the enrollment capacity of students if a community college administration and faculty decided to move to a YRO operation. The figure was also based on the assumption that the same enrollment ratio between the summer and fall terms was maintained. The writer's summation to this mathematical model was that "it was at best conjectural how close actual utilization could come to the theoretical utilization".[3]

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[1]Weston M. Alt, "A Study of the Validity of Assumptions Related to Year-Round Operation and Extended Hours of Instruction in California Community Colleges," (Oct., 1970), p. 75. (This is an unpublished manuscript.)

[2]IBID., p. 78.

[3]IBID., p. 89.

The literature for the sake of analysis also suggested a number of methods in which YRO might succeed. Most applied to systems that coercised students to enroll with forced summer operations; these mainly applied to secondary school systems. But spinning off from such models came plans to limit enrollment seat numbers in specific heavy quarters forcing students to wait out the term and begin their education at a later term. "Several assumptions upon which computationally successful year-round operations are based would negate some of the value of the total community college program, are contrary to the open-door policy of admissions, and ignore student characteristics."[1]

The California studies cited may give the reader some insight into the problem but researchers themselves weave throughout their writing caution about its usefulness in other institutions conducting similar investigations. Weston Alt writes that "there is great difficulty in applying mathematical models to real-life situations".[2] He also writes about the available literature that "much of the literature represents merely opinion of advocates and reasoned argument".[3] It appears, according to Weston Alt, that "there is insufficient research upon which to base a judgment".[4]

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[1] IBID., p. 42.
[2] IBID.
[3] IBID.
[4] IBID.

In what now appears to be the most updated review of YRO literature writers Bernard S. Sheehan and A. Paul Bradley state: "Despite the credentials of many of the authors and the extent of much of the research, writings on the subject of year-round operation are more prolific than profound."[1] Sheehan and Bradley continue to note limitations: "The greatest value of this review of the literature is in the conclusion that the benefits to be derived from YRO depend very much on the circumstances under which it is adopted."[2]

Although exhaustive review of the literature is in itself an unending task some attempt has been made to consult pertinent literature regarding this subject. It is beyond the scope of this practicum in time and funds available to annotate all of these studies; few seem to be directly related to the Omega College project, yet on the following page the reader will find a composite of studies in this general subject area. The composite is a result of a most recently published study of the Educational Facilities Laboratories, that has been anxiously awaited by YRO

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[1] Planning for Higher Education, ed. Lawrence F. Kramer (New York: Society for College and University Planning, Educational Facilities Laboratories, Feb. 74), Vol. 3, #1:5/5.

[2] Ibid.

researchers and the Omega Study Committee. The "Year-Round Operation Literature: A Composite" has been included so that the reader will have quick and total access to information in this subject area.[1]

Using the Table

An immediate identification of sub-topics can be assessed through an inspection of this table. For example, when reading the table it notes that only four studies focus on "theory". See the top heading entitled "Focus"; then read downward under the sub-heading "Theory". You will find crosses (+) next to reference numbers 1, 11, 14 and 20.

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[1] Ibid.

Table 2

YEAR-ROUND OPERATION LITERATURE: A COMPOSITE

No.	Reference	Major Issues: Quality	Major Issues: Economics	Focus: One Institution	Focus: General	Focus: Theory	Calendars Reviewed: Semester	Calendars Reviewed: Trimester	Calendars Reviewed: Quarter	Calendars Reviewed: Work Study	Calendars Reviewed: Summer Session	Calendars Reviewed: Other	YRO Effects Discussed: Acceleration	YRO Effects Discussed: Learning	YRO Effects Discussed: Student	YRO Effects Discussed: Faculty	YRO Effects Discussed: Administration	YRO Effects Discussed: University Role	Comments
	CANADIAN: GENERAL																		
1	Webb (CFED)	+	+			+		+	+						+	+	+		Early study of trimester
2	Jackson (CAUT)	+	+		+								+	+	+	+	+	+	Expresses concerns over YRO
3	Gill (CUF)	+	+		+			+	+	+	+	+	+	+	+	+	+	+	Proceedings of meeting
4	McIntyre		+		+			+	+	+	+								Split trimester
5	Hanson	+	+		+		+	+	+	+	+		+	+	+	+	+	+	Calls for cost benefit study
6	Wright Commission	+	+		+		+	+	+	+	+	+	+	+	+	+	+	+	Comprehensive work, includes complete models and trials
	CANADIAN: SPECIFIC INSTITUTION																		
7	Wilson (Manitoba)			+								+	+				+		Compulsory 11-month year
8	Strand (SFU)	+	+	+				+							+	+	+		Lack of continuity
9	Ayers (Victoria)	+					+				+								Half-year courses, two summer sessions
10	Gordon (McGill)		+	+				+			+						+		TSETSE (2 semesters, 2 summer sessions
11	Hoogstraten (Manitoba)		+	+		+		+	+	+									Against YRO, cost model
12	Mehra (Alberta)	+	+				+								+	+			Five reports on YRO
13	Buck (Alberta)			+			+												Half-year courses, allow January entry
	U. S.: GENERAL																		
14	Easton		+			+	+	+	+	+			+						Balanced enrolment YRO most efficient
15	Nelson Asscciates		+	+				+	+				+						Balanced trimester
16	Stickler & Carothers		+		+			+	+		+	+		+	+	+	+	+	Trimester
17	Tickton		+		+								+						Summarizes 40 YRO calendars
18	Schoenfeld & Schmitz	+	+		+			+			+		+		+	+	+		A broad summary of YRO
19	College & University Business		+		+			+	+										Proceedings of YRO meeting
20	OIR Plattsburgh	+	+			+	+		+					+	+	+	+		Short, solid study
21	Schoenfeld & Zillman	+	+		+			+	+		+		+		+	+	+	+	Expanded summer session, not full YRO
22	McEntire	+	+		+			+	+					+		+			Review of committee report
23	American School & Univ.				+			+	+								+		Against YRO
24	Dickens & Ballentyne	+	+		+								+	+		+		+	Acceleration vs. quality
	U. S.: SPECIFIC INSTITUTION																		
25	Pressey (Ohio State)				+								+		+				Flexible calendar allowing acceleration
26	Hungate & McGrath	+	+		+			+											Trimester
27	Goodwin (Connecticut)	+	+	+				+						+	+				Recommends second summer session
28	Hayward (Beloit)	+		+						+				+	+	+		+	2 20-week, 1 4-week terms
29	Monahan (Pittsburgh)		+	+				+											Summarizes Ford report
30	Ford (Pittsburgh)	+	+	+				+				+	+	+	+	+	+	+	Overall 10-year study; YRO a small part
31	Landy (Pittsburgh)		+	+				+					+		+	+			Faculty, students favor trimester
32	Kelly & Dearing (SUNY)		+	+				+						+		+	+		Finds Nelson plan expensive
33	Suslow & Riley (Berkeley)		+	+			+	+	+	+	+		+		+	+	+		Picks quarter as best
34	Michigan Education Journal (Kalamazoo)		+	+					+	+			+			+			Reviews Kalamazoo Plan success
35	Hopkins (Berkeley)		+	+					+			+	+		+				Estimates graduation increase of 5% under quarter system
36	Smith (Berkeley)		+	+					+			+							Space utilization study
37	Hay (Michigan)	+	+	+				+							+	+			Retain split trimester

Two final conclusions to this section need to be made to this literature search. Weston Alt writes that "because of the uniqueness of its program and its students, conclusions derived from studies at the university or college level are not necessarily applicable to the community college".[1] Alt further notes far into his investigation that YRO may not really "solve the long term needs for additional capacity"[2] and the California rationale for this type of operation is only a short-term solution to unforseen forces of local and state school growth. Needlesstosay, the California enrollment picture is not typical for other parts of the United States.

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[1] Ibid.

[2] Ibid., p. 105.

CHAPTER II

AN ADMINISTRATIVE SCIENCES RATIONALE FOR AN ANNUAL ASSIGNMENT SYSTEM AND A YEAR-ROUND OPERATION

Educators and students of the administrative sciences, managers and their students are confronted with a host of informational sources that suggest ways in which they can improve their institutions or organizations. In one instance the authors of the literature will present to such students that participatory management and inclusion in the decision-making process will improve the organizational work climate and its production. And still the same reader will read from another source that strongly recommends the use of PERT (a governmental critical path system) to improve decision-making and/or other computer-programatic styles of decision making to help the organization. Yet there still is another school of thought that will demonstrate that human behavior is best changed when the "carrot" is used, money being the strongest of motivators or more simply an excellent incentive; a short time later a classic study in sociology will appear refuting this and showing that money is not at all a motivator.[1] "With regard to the structure

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[1]Paul R. Lawrence and Jay W. Lorsch, Developing Organizations: Diagnosis and Action (Reading, Mass.: Addison-Wesley Publishing Company, 1969), p. 1.

of the organization, they are advised by some authors and consultants to delegate authority and responsibility equally and to keep the chain of command clear, while other authorities suggest that organization structures should have more of a 'free form' or 'organic' characteristic."[1]

Proposing a year-round operation and annual assignment system for faculty in Omega College has necessitated an examination of unique organizational approaches. It has been found necessary to acknowledge organizational problems at the College of DuPage as well as corrective measures derived from that body of knowledge known as the administrative/behavioral sciences. It has also been found more specifically that for Omega College to increase its operational efficiency it would have to find a plan in which this could be accomplished pragmatically without decreasing the efficiency of the other College of DuPage cluster colleges so as to avoid working at internal cross purposes.

It is the goal of the final proposal to the President and the Board of Trustees not to simple increase classroom hours taught and thus have had faculty paid for such work. It is the goal of this report to increase the quality of service of the faculty to the student and the institution. The plan to accomplish this end (increased quality service)

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[1]Ibid.

is to bring more fully the faculty member into long-range planning of his time and to block out his time to accomplish goals planned over and for a full-year period. To accomplish this end calls for a new systematic designing of scheduling (not simply long-range scheduling) and new design for human management. Thus, the reason for the examination of an applied behavioral science/managerial approach in this section of the paper. Simply to say "let's just do it" will not work. A model based on a design for planned change is what follows.

Organization Defined

Before this work proceeds it might be of value to understand the use of the term organization. Its definition finds source in the writings of Lawrence and Lorsch. These two authors "start with the needs of men and why they seek to build organizations".[1] They have discovered that men build organizations to cope, on a most general level, with their environment. They build new organizations to find "better solutions to the environmental problems" before them.[2]

At the College of DuPage people had moved from departmental organizations to cluster colleges to find better ways

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[1] Ibid., p. 2.

[2] Ibid.

to deal with the academic/organizational environment. The institution's growth rate made an intimate face-to-face operation extremely hard to maintain and hence the smaller "clusters".

In a short-hand style of the language men tend to think organizations are with putpose. Lawrence and Lorsch try to emphasize that this is a way of speaking and not a very accurate one because organizations are without purpose--only men have purpose.[1]

As the cluster colleges at the College of DuPage have become larger and now more complex it is hard to illustrate the unique "purposes" of each cluster organization in a brief statement. However, this uniqueness is very natural. The clusters are made up of a selective array of individuals making inputs into the different colleges, each varied, each with complex purposes.[2] Yet "there still remains the essential task in any organization of shaping and clarifying the central goal or goals that guide the organization's transactions with its environment."[3] The central task for the College of DuPage and Omega College is service to its students and there <u>educare</u> to help them "to know".

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[1] Ibid., pp. 2-3.

[2] Ibid.

[3] Ibid.

From these ideas shared by colleagues "organization" takes on a refined meaning. "An organization is the co-ordination of different activities of individual contributors to carry out planned transactions with the environment."[1]

Battelle Strategy and Organizational Development

A famed leader in organizational theory and university President, Warren Bennis, makes these additions to this understanding of the Omega unit in organizational terms. Bennis notes generally that every age of man develops an organizational form appropriate to that age (in this case it would be the unique educational structure of the community college as part of the organizational form, higher education) "and that certain unparalleled changes are taking place which make it necessary to revitalize and rebuild our organizations."[2] He continues this logic with two following propositions: "The second is that the only viable way to change organiztions is to change their 'culture', that is, to change the systems within which people work and live . . . Thirdly, a new social awareness is required by people in organizations along with its spiritual ancestor, self awareness".[3]

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[1] Ibid.

[2] Warren Bennis, Organization Development: Its Nature, Origins and Prospects (Addison-Wesley Publishing Co., London, 1969), p. v.

[3] Ibid.

The year-round assignment is not an attempt to just add on hours but a proposal to try a new educational model, to change the system in which people work and live. To accomplish this change a redefinition of the academic work culture and a view of scheduling in unique ways are needed. Time would not be measured in 8 A.M. to 3 P.M. periods offered five days a week. One term assignments for a faculty member may call for a few class hours while that term's work may take on the focus of complex planning and writing for future student benefit.

This proposition is based on a complex model of organizational development (OD). OD is an "educational strategy intended to change the beliefs, attitudes, values, and structure of organizations so that they can better adapt to new technologies, markets, and challenges, and the dizzying rate of change itself".[1] In the work, "A Strategy for Educational Redesign" from the Battelle Center a model is introduced that brings together "science based management and human involvement",[2] moving toward educational redesign.

Omega College will necessitate an educational redesign of faculty schedules. The departure will be in terms of loads eventually distributed throughout all four academic

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[1] Ibid., p. 2.

[2] Battelle Center, "A Strategy for Educational Redesign" (Columbus, Ohio: an unpublished manuscript, 1974), p. 3. This is one specific model (Center for Improved Education). Other possible models exist that could be substituted.

quarters. To accomplish this objective so as to increase time for educational/organizational purposes (teaching, guidance, student life, developing new and writing updated classroom materials, committee operations that are productive, new writing in the field, reeducation, reading of new materials, conferences in the profession, organizational maintenance in the cluster) and the establishment of individual annual contractual objectives to create a goal or target for each faculty member and the Omega organization, it will be necessary to follow a specially designed OD model (i.e. the Battelle model) for the college.

The College Work Climate

Saul W. Gellerman, the author of a text that won the McKinsey Foundation Aware for Excellence in Management Literature, began in his chapter on "The Impact of Management Philosophy: Douglas McGregor" by stating an axiom that may have direct application to an issue that affects the College of DuPage. "It is becoming increasingly apparent that many managerial actions which are not intended to affect motivation at all but rather to simplify management or to improve controls have a definite motivational impact, and it is usually a negative impact at that."[1] The McGregor philosophy interpreted by Gellerman has direct application to the action

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[1]Saul W. Gellerman, Motivation and Productivity (New York: American Management Assn., Inc., 1963), p. 83.

of the Council of Colleges recommendation to the President to phase out the long standing college statement of moving at a regular rate the entire faculty into year-round assignments.[1] As Gellerman pointed out that the managerial action was an attempt to simplify management and to improve organization control, its impact has nonetheless been a negative one in organizational motivation.[2] The working climate of an organization is difficult to document along criteria following the rigors of the scientific community. The costs of conducting such research prohibits such documentation here and puts it beyond the scope of this study, although such supportative evidence would be desirable.

Yet, an assumption is being made (and maybe dangerously so) that the working climate of this institution for the teaching faculty in the past was an excellent one and this has decreased with the loss of such philosophical and welfare benefits as year-round tenured contracts. The loss of four quarter contracts for 80 faculty (the number affected) was a loss for all the faculty at the College of DuPage striving for such a goal. The loss, though, was not a sudden one for the whole faculty but a gradual and subtle

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[1] This same action helped precipitate this Omega College study.

[2] Such support of this can be seen in the Welfare Council resolutions of condemnation, the faculty vote of non-support, the origination of the AFT chapter, and a strong faculty response in a 1st of a kind working session with the Board of Trustees.

one of not creating an equitable policy of placing more people on such contracts. Therefore, it is empirically being observed that removal of year-round contracts was not the underlying cause but the overt codification of a growing negative climate of a reward policy that did not have full faculty understanding or acceptance since movement to such a status was never clarified.

It was not one managerial action but many "managerial actions" that reduced school organizational morale and motivation. It was not the final act of contract removal that caused the problem but actions that led up to the final act that amplified the issue.

According to Gellerman, McGregor philosophy notes that: "In effect, a good deal of modern management practice actually has a demotivating effect in the sense of causing employees to behave in ways that thwart the organization".[1] Instead of making all faculty feel satisfied that everyone is now equally holding 3/4 contracts such policy practices can also result in the opposite response--that this is a loss of potential benefit for the majority and actual benefit for a large minority of faculty members. That extra creative response among academically free educators

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[1] Gellerman, p. 83.

[2] Ibid.

is not being drawn out from the faculty person when that individual may feel his summer salary is now a demotion in some cases and in other cases the potential of earning a full-year tenured assignment is no longer possible as a promotion for teaching scholarship but an annual reward based on a dean's judgement or friendship.

> The picture is not all black by any means. A good deal of orthodox management procedure has a positive impact on the individual's desire to handle his job properly. Sound salary and benefit programs, sensitive and appropriate supervisory methods, two-way communication systems and procedures for recognition and promotion are all examples of traditional ways of motivating employees which can be quite effective. But, as the Pittsburgh and Harvard researchers have shown, the traditional motivators are necessary but not sufficient in themselves to produce positive motivation. They remove irritants, make jobs tolerable, and provide an occasional temporary glow; or to put it another way they protect the individual from the dangers of demoralization.[1]

It is Gellerman and McGregor's belief that although the preceeding motivators are necessary they do not "spark the kind of all-out concentrated effort of which most people are capable".[2] Something else must be added to these traditional motivators and it is that objective that this report must focus on if it is to accomplish ("in the long haul") any positive change program within the institution. Although it may for some be uncomfortable it is

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[1] Ibid.

[2] Ibid., p. 1.

also imperative that the readers of this research report not lose sight of those already mentioned factors that contribute to the need for the proposal addressed by the research found in this report.

CHAPTER III

FINANCIAL PROSPECTUS

The financial aspects of the year-round operation plan are critical to its implementation. This section deals with the economic feasibility of placing the Omega faculty on annual assignment contracts. The following pages delete some statistics which were used in figuring but which are unnecessary for the final results to be understood and evaluated.

GOALS OF THE FINANCIAL PLAN

The financial plan must cover all Omega administrative salaries, cover all Omega professional salaries, cover all Omega teaching salaries, generate revenue in excess of these costs as well as provide additional revenue for the College of DuPage, be feasible now, but have built-in methods for future growth and costs, and be superior to the existing four-quarter and or 12-month contract. It is not a goal of the financial plan to provide a formula for the procurement of a windfall in new monies for the institution, although if possible such a design would have been provided.

Chapter's Direction

The following pages provide Omega's financial plan for the annual assignment beginning from the statistics of last year and including Omega's proposal for next year. Listed are the study committee procedures used to determine the financial requirements for implementation of the plan, ways and

means of generating the necessary revenue, a comparison of Omega's performance in the summer 1973 session as opposed to the guaranteed summer '74 performance and, finally, a listing of short and long term benefits to the college as a whole.

COMMITTEE PROCEDURES

The financial plan for the annual assignment includes the following procedural steps and formulas. First, a determination must be made of the number of students who use Omega course offerings in sections other than daytime Fall, Winter, and Spring. This determination was made by using last year's Omega enrollments which were 4,678 credit hours in Summer and 10,787 credit hours at night (all credit hours were taken on campus).

Secondly, a survey of the Omega faculty to determine who wishes an annual assignment or fraction thereof rather than a normal three-quarter assignment was made.[1] Then the teaching assignments for the year must be matched with the student enrollments. Next, a calculation, through faculty preference for annual rather than three-quarter assignment, of additional salary expenses and additional cluster administration and professional salaries was made. Finally, an additional 20% was added to salaries for the fourth quarter. This figure was necessary in order to maintain or slightly exceed last summer's figure for the difference between revenue made

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[1]The survey was preliminary, with 34 positive responses.

and total salary cost.

Below is the formula used to determine the necessary revenue for the fourth quarter of the annual assignment:

FORMULA 1

$$R=S_a + S_p + S_t + .2(S_a + S_p + S_t)$$

R = revenue needed
S_a = administration salaries
S_p = professional salaries
S_t = teaching salaries

In essence, the cost to the total College for Omega's fourth quarter annual assignment sys tem is found by adding the administration's salaries, the professional salaries and the teaching salaries together and then adding an additional 20 percent of each of these salaries to the total.

This necessary revenue generation must then be divided by student tuition plus state reimbursement per credit hour to determine minimum credit hour generation needed.

FORMULA 2

$$C = \frac{R}{(T + S_r)}$$

R = revenue
C = credit hours
T = student tuition per credit hour
S_r = state reimbursement per credit hour

Finally, state reimbursement per credit hour plus tuition should equal $22.

FORMULA 3

$$S_r + T = \$22$$

Since tuition and state reimbursement per quarter hour varies, depending upon course offerings, from $21 to $26, the rate chosen was an average of $22 in comparing this year with last.

Thus, the fourth quarter of the annual assignment is based not on number of sections taught but rather, and more realistically, on the number of students taught and the revenue generated thereby. What follows are suggested ways and means of generating the necessary revenue of Omega's 1972-1973 actual four-quarter performance compared to projected performance should the annual assignment be put into effect.

REVENUE GENERATION: WAYS AND MEANS

Currently, few Omega faculty work in areas which provide the needed enrollment in summer for the full year assignment. For the majority who cannot provide the necessary credit hour generation through summer enrollments alone, additional ways and means of meeting their performance standard are here recommended.

Seminars and workshops beyond normal teaching loads may be offered. Independent study and readings courses, numbered 199 and 299,[1] may be increased. Extra sections during quarters other than summer quarter (overloads) might be increased where enrollments justify. (Summer quarter overloads, when

[1] College of DuPage Catalog, 1973-74, p. 40.

possible, would be dysfunctional to the total college since they would draw students from the other cluster colleges. See Graph A)

For occupational areas, increase class sizes during Fall, Winter and Spring quarters. (This option does not apply for those teaching in transfer or general studies areas. The student who finds an economics class closed will more often than not simply substitute another course from transfer or general studies areas in order to accrue the necessary number of hours for progress toward his degree; the student who finds a graphic arts course closed, however, will not normally substitute economics or history for the desired occupational course.)

Course sections at night presently taught by Omega's on-campus part-time staff would be now taught by full-time faculty employees as part of their total assignment. (Since a 5-hour course taught by a part-time staff costs approximately $750 versus about $1400 for a full-time faculty member at the summer pay rate, Omega College will generate 30 extra credit hours for each 5 hour part-time course taught to cover the additional salary cost: 30 credit hours times $22 = $660. This method will maintain the present difference between revenue minus salary costs which exists for current part-time offerings. Graph A shows how such a distribution might take place.)

Cost Studies: Omega's Actual 72-73 Performance Compared to Performance Proposed for Annual Assignment

Following are figures and graphs (Table I, Graph B,) for Omega's actual 72-73 salaries and performance in terms of credit hour revenue generated.

TABLE I

Appropriate for Omega Full-Time Professional Teaching Staff, does not include overloads. (1972-3 Data)

	Fall	Winter	Spring	Summer
Credit hours Generated	11,166	10,178	9,975	4,322
Revenue[1]	$245,650	$223,920	$219,450	$95,085
Salaries[2]				
administration	$ 18,060	$ 18,060	$ 18,060	$13,555*
professional	10,070	10,070	10,070	7,555*
teaching				
4-quarter	29,975	27,975	27,975	20,980*
3-quarter	141,825	141,825	141,825	32,170*
TOTAL	$197,930	$197,930	$190,930	$74,260
Revenue minus salaries	$ 47,720	$ 25,990	$ 21,520	$
Ratio of FTE-student to FTE teaching faculty	21.2	19.3	18.7	14.2
Ratio of FTE students to all professional staff	19.0	17.3	16.8	11.9

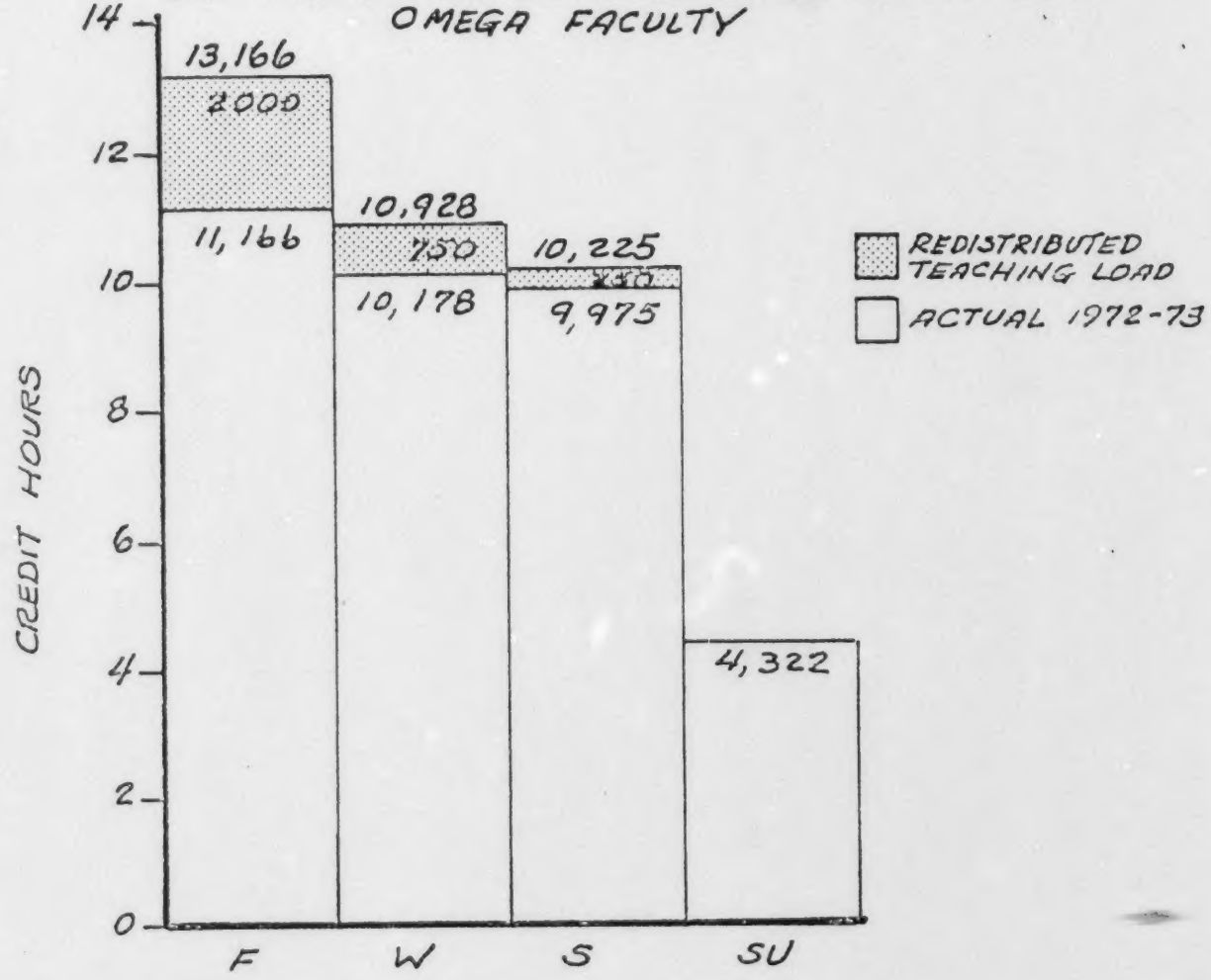
[1]Determined by use of Formula 3, pg. 3.

[2]All salary figures except for those with asterisk (summer 73) are based on budgeted 1972-73 Omega salaries.

*Actual expenditures at ¼ pay for summer quarter in 1973.

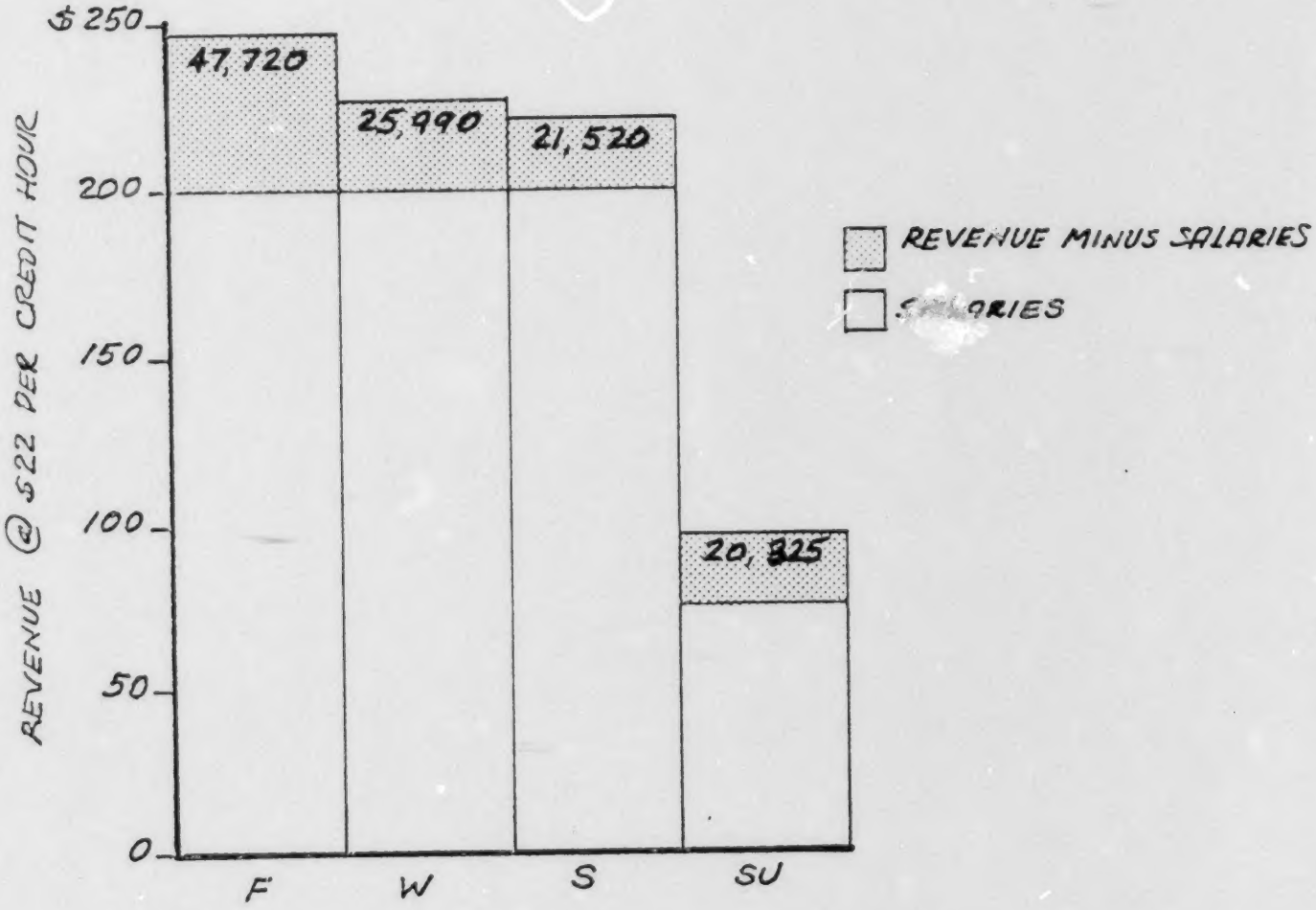
See following page for graph representing figures in Table I. (Graph B)

DISTRIBUTION OF ADDITIONAL CREDIT HOURS GENERATED BY OMEGA FTE FACULTY FROM EQUIVALENT 4th QUARTER BASED ON 34 FTE OMEGA FACULTY



GRAPH A

ACTUAL CREDIT HOUR REVENUE GENERATED
BY OMEGA FTE FACULTY 1972-1973



GRAPH B

COST STUDY: SUMMER 1973 PERFORMANCE
COMPARED TO PROJECTED PERFORMANCE
FOR SUMMER 1974
UNDER ANNUAL ASSIGNMENT PLAN

From Table I and Graph B the most vital statistics on Omega's performance during the summer 73 session are:

Table Ix

FTE students per teaching faculty	14.2
FTE students per professional staff (faculty and administrators)	11.9
Revenue minus total 1972-73 summer salaries	$20,825

(FTE Full-Time Equivalency)

Regarding Table Ix the excerpted data refers to the summer session last year, 1973. Each faculty member teaching in the classroom had a teacher to student ratio of 1 teacher to 14.2 students. If the reader wanted to express this ratio in terms of total Omega professional personnel (classroom professors plus Omega administrators) last year's ratio would be 11.9 students per professional staff member. The same sub-table Ix also highlights the data that after all Omega professional staff (faculty and administrators) are paid, Omega still has a remaining summer revenue of $20,825.

Under the annual assignment plan, the improvement in productivity could be as follows by raising the number of students per teacher and the number of students per professional staff:

TABLE Iy

Summer 1974

FTE students per teaching faculty	16.7
FTE students per professional staff	14.7
Revenue minus total 1973-74 summer salaries	$27,400[1]

Table Iy illustrates that if the classroom ratio, expre ssed as students to teaching faculty would be raised by 2.5 students over the 1973 figure the annual assignment plan would pay for itself. However, such an increase would be to the detriment of the other cluster colleges in the College of DuPage because it would move the limited pool of summer students from the other clusters to Omega. In an effort to avoid such a dysfunctional activity by one college, Omega, and in an effort to plan a program that works toward the greater good of the College of DuPage, this became an unacceptable alternative. Graph A illustrates that this problem can be answered if the teaching load is redistributed during the higher demand quarters of Omega College's enrollment, namely 200 hours in Fall, 750 hours in Winter, and 250 hours in Spring quarter. This distribution is an estimated distribution and may vary based on possible enrollment fluctuations from term to term and in year from year.

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[1] based on 34 FTE faculty participating in the annual assignment plan (as per Omega survey during Fall quarter,'73.)

Since the faculty is paid ¼ of base pay rather than 1/3 during the summer quarter, a 16.7 FTE per teaching faculty ratio will produce as much revenue less salaries during the summer quarter as 22.3 ratio would produce in other quarters.

Table II and Graph C show how the plan for summer 1974 would look with a varying number of participating faculty. Here necessary revenue has been determined by use of Formula 1, page 35, and necessary credit hour generation by use of Formula 2, page 35. Salary figures are based on Omega's budgeted 1973-74 salaries.

With 34 participants, Omega would need to generate approximately 3000 credit hours in addition to its summer 1973 performance to pay for the annual assignment plan. Additional credit hours would be derived from sources listed in the section entitled "Revenue Generation: Ways and Means" found in this chapter. The figure of 3000 additional credit hours is determined by subtracting the number of credit hours (4,322) found in the 4th quarter (which happened to have been the summer of 1973) from the projected number of credit hours (7,470) needed in the 4th quarter by an Omega faculty of 34. (See Graph E) This represents an <u>average</u> of approximately 90 credit hours per participating faculty member in addition to teaching loads carried during the summer 1973 session, or approximately 18 additional students.

TABLE II

Examples of Financial Plan with Varying Number of Participants

Omega faculty participating	25	28	30	34*	38	41
Salaries						
administrative	$ 14,270	$ 14,270	$ 14,270	$ 14,270	$ 14,270	$ 14,270
professional	7,755	7,755	7,755	7,755	7,755	7,755
teaching						
4-quarter	21,950	21,950	21,950	21,950	21,950	21,950
3-quarter	58,125	69,750	77,500	93,000	108,500	120,125
TOTAL	$102,100	$113,725	$121,475	$136,975	$152,475	$164,100
Credit hours generated	5,570	6,205	6,625	7,470	8,315	8,950
Revenue	$122,600	$136,525	$145,775	$164,375	$182,975	$196,900
Revenue minus Salaries	$ 20,500	$ 22,800	$ 24,300	$ 27,400	$ 30,500	$ 32,800

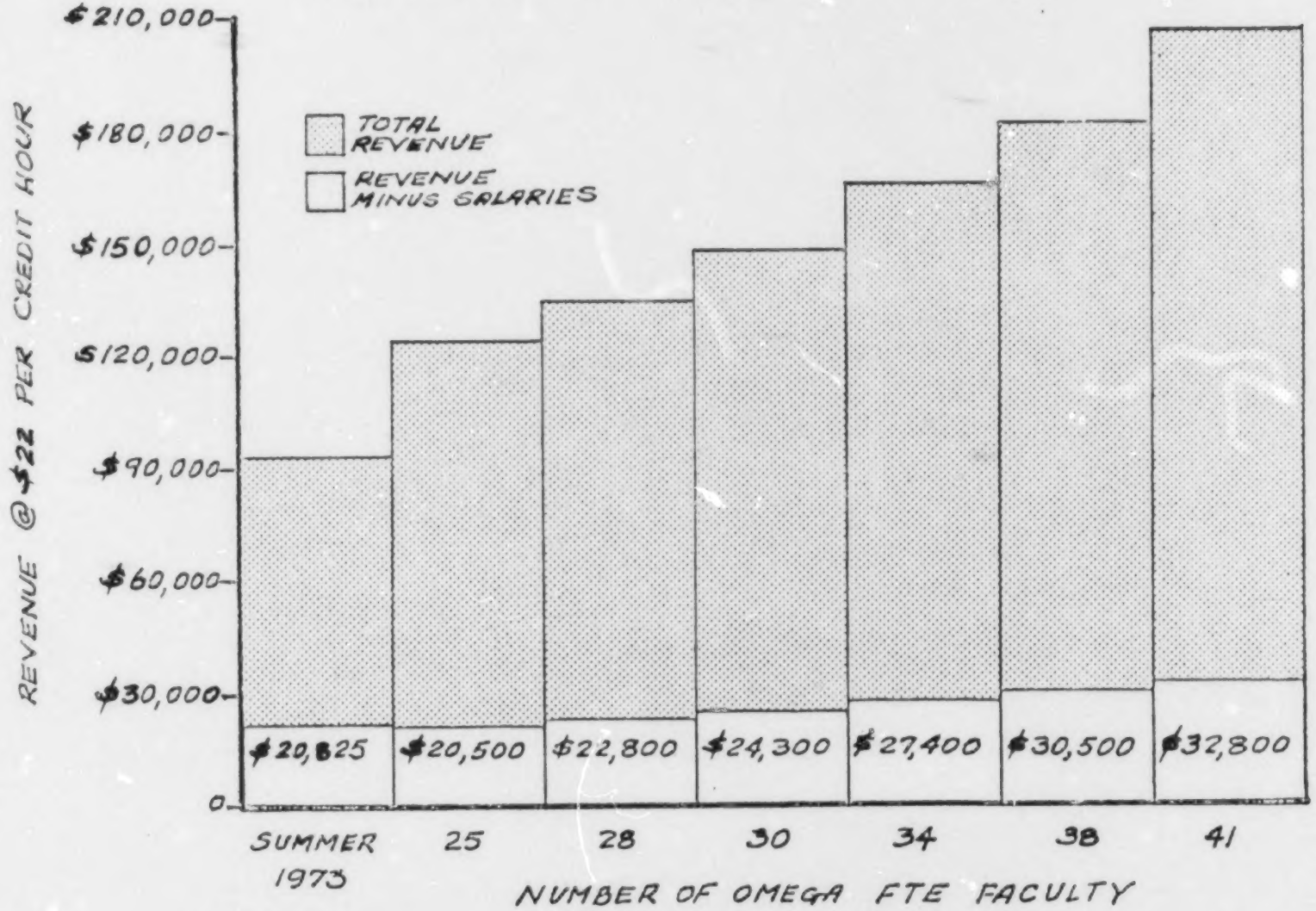
*Number of Omega faculty desiring Annual Assignment on first survey. Since this number is subject to change, we have shown cost figures for both less and more participants as well.

On the following pages are Graphs C, D, and E. Graph C represents figures shown in Table II. Graph C holds additional information over Table II by adding 1973's summer performance.

To view the figures in Table II from another perspective Graph D shows on a percentage basis the proposed annual assignment plan's increase in revenue minus salaries, as opposed to revenue minus salaries generated during summer 1973. Graph D reflects the fact that, given more participants from the Omega faculty, the amount of revenue minus salaries increases.

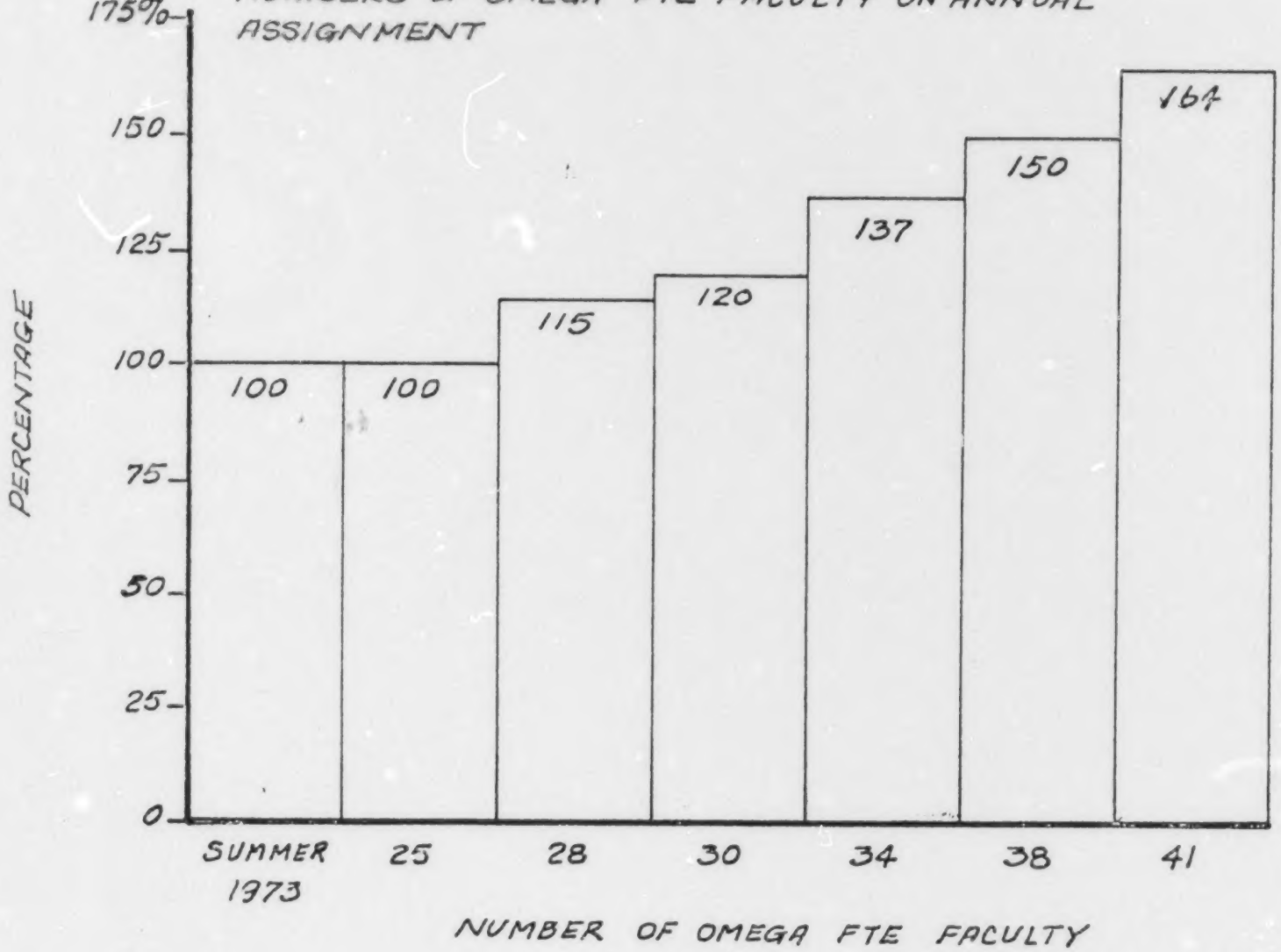
Graph E shows the increase in credit hours needed as the number of participants in the plan increases. The increase in credit hours must be distributed over the academic quarters when the student demand is greater than full-time teaching manpower. (In this case those quarters are Fall, Winter and Spring.)

CREDIT HOUR REVENUE GENERATED BY VARIOUS NUMBERS OF OMEGA FTE FACULTY ON ANNUAL ASSIGNMENT



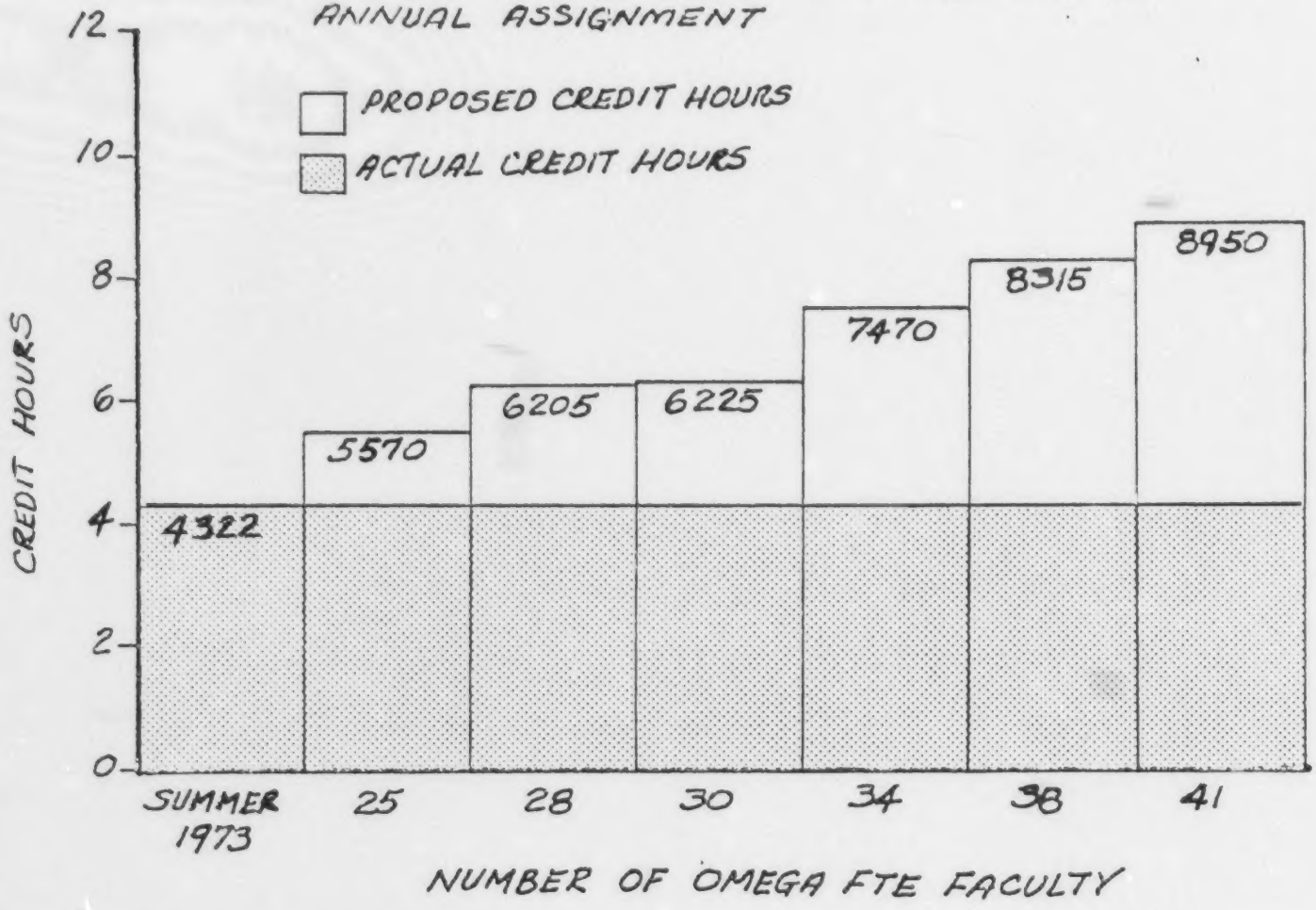
GRAPH C

PERCENTAGE OF ACTUAL SUMMER 1973 CREDIT HOUR REVENUE MINUS SALARIES GENERATED BY VARIOUS NUMBERS OF OMEGA FTE FACULTY ON ANNUAL ASSIGNMENT



GRAPH D

CREDIT HOURS GENERATED DURING EQUIVALENT 4th QUARTER BY OMEGA FTE FACULTY ON ANNUAL ASSIGNMENT



GRAPH E

In Table III we see the number of credit hours needed per participant, plus the ratios of FTE students per FTE teaching faculty and FTE students per professional staff (administration). Here note that as the number of faculty and staff participants increases, the average number of credit hours needed per faculty and staff participant decreases.

TABLE III

Omega faculty participants	25	28	30	34*	38	41
Teaching faculty equivalent (minus administration)	21	24	26	30	34	37
Number of credit hours needed per teaching faculty	265	258	254	250	245	242
FTE students per teaching faculty	17.6	17.2	16.8	16.7	16.3	16.1
FTE students per professional staff	14.8	14.8	14.7	14.7	14.6	14.6

* Number of Omega faculty desiring annual assignment on first survey. Since this number is subject to change, we have shown cost figures for both less and more participants as well.

CONCLUSION

To conclude this section, the goals set by the committee for its annual assignment plan can be met. Not only can all administrative, professional, and teaching salaries be covered, but also the present levels of revenue minus salaries can be maintained. Since the plan can admit varying numbers of participants, it does not lock all faculty into participating every year, and, with slight adjustments in average number of credit hours generated for the fourth quarter, future increases in salary costs can be covered. Further, the objectives of the plan can be accomplished within Omega alone, i.e., without depending upon students enrolled in other clusters' courses for necessary credit hour generation. Thus the institution's present system of scheduling and allocating courses during each quarter is not subverted.

Further Benefits: Short and Long Run

Finally, to further establish the superiority of the annual assignment plan, some short and long run benefits to the institution follow.

Short Run Benefits

Higher productivity is possible. Existing faculty can educate more student FTE when the students are there since flexible assignments are possible. This improves upon a

major failing of the present four-quarter and or 12 month contract since the teaching assignment or other assignments were identical all four quarters instead of varying with student enrollments.

Desired flexibility is attained. As our survey suggested within Omega, many faculty desired only a three-quarter contract (8) while others want partial summer assignments (4). This program allows assignment flexibility which the four-quarter or three-quarter assignment did not, thus ending the "have/have not syndrome."

Faculty can be assigned to other tasks besides teaching which can satisfy faculty need to demonstrate competence in various areas and may save on "high priced" consultants.

Finally, working conditions are greatly enhanced, especially for those with insecurity of annual income.

Long Run Benefits

Lower administrative costs may be attained. Flexible scheduling allows higher annual FTE students to be educated with the same number of faculty which should lessen potential administrative expenses in personnel recruiting, personnel office, part-time recruiting, as well as scheduling.

Fewer additional faculty are required for higher FTE enrollments. A cluster, to educate 1000 FTE during the fall quarter program, must hire for fall instead of other quarters. With flexible scheduling, the same faculty could educate

potentially 1250 FTE in the fall and taper loads during the rest of the year as enrollment normally decreases.

Less future additional faculty office equipment and space are required. With the same faculty handling higher FTE and needing fewer additional faculty, less new office space and equipment are needed.

An improved recruiting position and retention of faculty are attained. The College of DuPage becomes more attractive to national faculty candidates who would be looking to teach as a full-year commitment.

Lastly, the committee believes the goals set forth prior to our financial plan for an annual assignment were accomplished.

CHAPTER IV

INTERNAL GOVERNANCE AND OPERATIONS

This work is a blending of an educational philosophy and an operational model in terms of an educational policy system and a proposal for college governance. This chapter must go beyond a sufficient rationale for a year-round operation and an annual assignment system. It must point toward a clearer direction: toward an internal governance model. Such a model should be based in the sound historical, theoretical and economic underpinnings found in the earlier chapters. Yet, operational theory should be followed at this point as well as suggested functional steps for Omega College to pursue on a practical basis.

In the earlier sections of this investigation it was expedient to join together the two programs: year-round operation and annual assignment system. Logically, Omega's annual assignment program, as proposed, could not be fully operational without the other factor, year-round operation. For the sake of clarity it was judged earlier in the work that only minimal distinction was needed to be made.

At this point, however, it might be well to dissect the two functions so that an in-depth analysis can be made regarding the annual assignment phase and how it might be operationalized, always keeping in mind that the two phases

are meant to be complementary ideas to the total Omega College proposal.

With the exception of the University of California at Berkeley case the literature as investigated does not record results of faculty on an annual assignment system or some other form of teaching faculty involvement on a yearly contractual basis. Nor does the literature contain explanations of the delivery of such a system with resultant problems or benefits for the faculty and students.

IMPLEMENTING THE ANNUAL ASSIGNMENT PROGRAM

Key Elements of the Managerial Plan: Hierarchy of Purpose

Many operational details of the annual assignment phase of this proposal cannot be foreseen. What can be foreseen and accounted for in the planning, according to Kenneth Nelson, Ph.D., of Michigan State and Nova Universities, are some of the "key elements" of a managerial plan: its mission, goals, system-wide objectives, organizational aspect with specific performance standards. In essence, Nelson's operational theory begins with abstract conceptualization and proceeds to specific delivery detail.

The sections that follow will examine the larger college in terms of its over-all purpose. The chapter will proceed with an intergration of the YRO/AAS and the hierarchy of purpose of the College of DuPage. After that

point a specific investigation into Omega College's governance regarding YRO/AAS will occur.

Mission Statement of the College of DuPage

The mission of the College of DuPage, Omega College, is "providing the finest educational experiences possible".[1] A multiplicity of programs, over 100 in number, are offered so that the students have a wide variety of options to choose from when selecting their "educational goals. Persons who choose to take advantage of the educational facilities at the College can expect to find the emphasis on the needs of the individual and a deep concern for each student."[2] The mission of the institution is set so as to individually help the student be "better prepared"[3] to contribute to those dynamics referred to in the academic literature as "social change".

Goals Definition
and Organizational Aspects

What follows in this "hierarchy of purpose"for the College of DuPage after an awareness of the institution's "mission" are its "goals". As found in its catalog the school is to serve students with the offering of a wide variety of options and choices toward achieving one's personal "educational goals".

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[1] College of DuPage Catalog 1973-74, "President's Message", p. 3.

[2] Ibid.

[3] Ibid.

It is the intent of this YRO/AAS proposal that Omega College faculty have the time to plan into each one's full-year teaching calendar design objectives so that the goal statement will not be lost sight of within Omega College. This available time is critical in order to adequately serve the client population, the students.

The college catalog notes that the vehicle for achieving such a performance is the organizational structure. The "College of DuPage is organized along cluster college lines including five colleges and an experimental college".[1] Thus the "system-wide" objectives follow:

> Each of the colleges has a maximum enrollment of approximately 1200 students to make it possible for students and faculty to work more closely together toward reaching educational goals. Hopefully, through the cluster college system, individualized personal attention for students, greater social and academic interaction, greater involvement and closer faculty-student contact will take place.[2]

The next key element in the managerial plan is the "organizational aspect". For Omega College this would mean the acceptance of a YRO/AAS system placing faculty on full-year contracts by the other cluster organizations.

It is apparent that the organizational aspect of the cluster college has had the intent of creating a small unit

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[1] Ibid., p. 9.

[2] Ibid.

with high contact between student and teacher. It will once more be the purpose of a college plan, the YRO/AAS, to support the stated objective of the cluster "organization structure" as quoted in the College of DuPage Catalog.

Specific Objectives and Control Aspects

As this theoretical model is brought down to the next lower level, graphically speaking, from the system-wide organizational aspect to the particular Omega College unit this would now mean to identify "specific objectives" never losing sight of the mission purpose of the College of DuPage. The next step in this model is that the Omega College faculty must convert the plan from an abstract model to a concrete staff activity.

It might be well to note that according to the Nelson model the proposed YRO/AAS model appears to compliment the college's "hierarchy of purpose". Further use of the model will follow the control aspect and specific performance standards.

The next part of this proposal will not be expressed in terms known as the control aspect of the proposed annual assignment portion of the program. Statements of specific needs and specific performance standards will be attempted next in this study.

First there is a need to meet specific teaching hour commitments while in service to the student-client and a

need to generate a determined credit hour revenue to match the costs of those hours. A suggested specific performance standard is to collectively draw plans as an Omega staff so as to reach the goal of generating the appropriate number of credit hours.

Another need would be to increase contractual time to the college (which includes the new fourth quarter) beyond regular classroom hours. The specific performance could be to set all cluster college objectives for the year which would include expressed individual targets utilizing such statistical tools as actual manhour estimates on and off campus. Part of that particular target might include time commitments to: a) preparing a year-long class schedule; b) mandatory student advisment schedule by quarters; c) Omega College committee production such as the creation of a set of activities for the establishment of an academic community with a student life; d) assess all-college (College of DuPage) committee manhours from Omega staff so that realistic goals can be established based on the hour contribution spent to such a program.

An additional need might arise when there are periods during the total four quarters when teaching loads will not be at maximum capacity. An explicit objective could be to identify such time blocks and to design new classroom-instructional research material. Then an evaluation would be followed by new materials to improve and freshen

instruction. Nothing can be worse for the learner or the instructor than material that sounds "canned". No matter how excellent the data that special "spark" that makes teaching an art from may become lost when material is over familiar. Details such as the preceeding are only a "thumb's sketch" so that the reader can gain some understanding for the type of ideas that are being related in this part of the project.

Operational Conclusions

The most crucial part of this annual assignment system is that Omega College faculty-staff membership overtly shapes and identifies the responsibilities that must be met to design a long-range (yearly) program in specific terms. Thus, we have established individual ownership and a commonly held group purpose. It is also important that the goals are reached by consensus and that the faculty spend the time necessary to reach that consensus so that the Omega College faculty of the College of DuPage will truly be committed in meeting its mission statement to citizens of District 501.

Implementation of such a program can be achieved by each faculty member freely and collectively meeting with the administration of Omega College, the Educational Development Team (EDT) to work out preliminary objectives. These objectives should be published and at a later date the entire Omega community in workshop would create a final set

of objectives on an individual and on an all-Omega organizational level.

During this workshop period a reassessment would be made for the total year's direction. This picture would become a feedback device and adjustments could be made so that a balanced set of Omega cluster responsibilities to the College of DuPage are surely met. Finally, individual targets would be put in writing and faculty would move toward that implementation. A mid-year readjustment might also be conducted so that realistic goals could be identified and completed.

Needlesstosay, goal setting as just described can only successfully be done when there is a working relationship of mutual respect and trust between faculty members. When such goal setting is done openly, all faculty note a positive work climate of a shared mission developing. When such programs go behind closed doors, mistrust is built and it eventually will subvert the intent of achieving the higher productivity and creative climate found in participatory governance. This is obviously an evaluative tool and how it is used must be carefully overseen by the entire Omega College faculty in open session so that its purpose will be continually focused on the Omega job to be done and the work load that must be shared and divided. The YRO/AAS proposal intent is in meeting with the stated College of DuPage mission and purpose. Therefore, goal setting is the only

intent of the designing of standards to be reached.

This is meant to be a demonstration model. Omega College is made up of diverse and unique human beings and some will excel in advising students or working in student life while others will excel in individualized instruction as opposed to classroom instruction. It is during the all Omega planning period that teacher interests toward work load responsibility will be distributed based on competency and desire to work in such areas.

Omega faculty may at the end of the first goal and objective setting period (year one) find itself wanting to explore another interest work area. An individual may then identify the shift in focus wanted for the next assignment period.

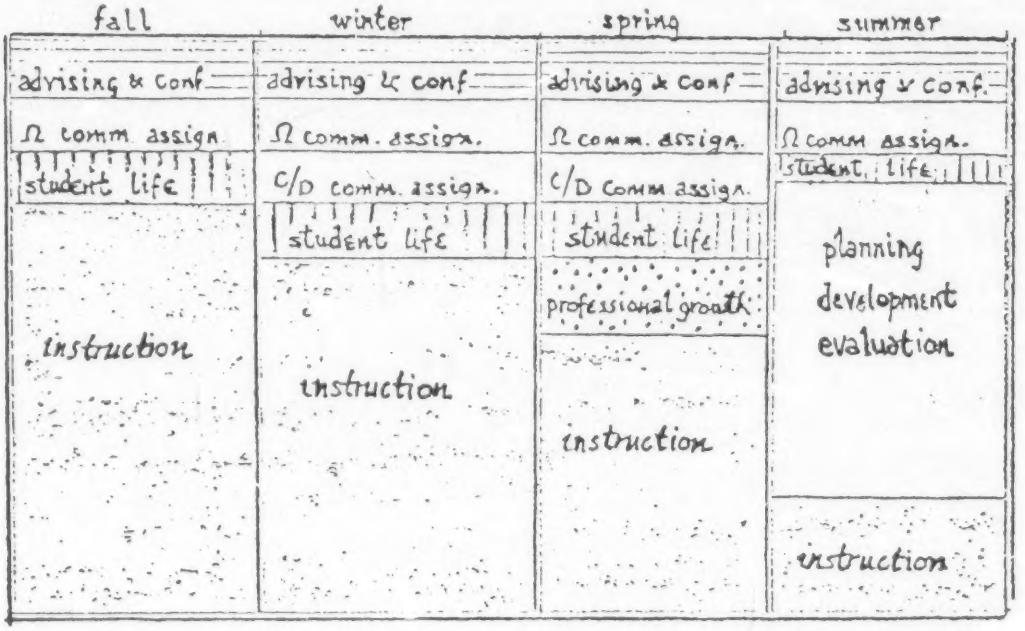
As was written in the beginning of this section the specific details cannot be established at this point. What was presented in this section is a typology or model toward the accomplishment of the proposed annual assignment as part of the year-round operation for Omega College in 1974.

APPENDIX

allow: .for individual professional growth;
.a greater use and distribution of professional abilities.

expect: a continum of necessary planning, development and evaluation of learning programs, college identity, and educational direction;
.a scheduling system that properly utilizes instructional services relative to flucuations in student enrollments;
.an advising commitment (unless a replaceable assignment is undertaken);
.an involvement in student life activities (unless a replaceable assignment is undertaken);
.an involvement in committee work (unless a replaceable assignment is undertaken).

Examples of an individual's annual assignment schedule



All blocks may be adjusted (enlarged, decreased, shifted, or replaced with another activity) depending upon college and individual needs. Activities such as workshops, seminars and community service projects could be assignments that might replace advising, student life activities, and committee work should those activities be deemed valuable and necessary to perform.

This proposal to investigate the feasibility of constructing and implementing an annual assignment system within Omega College would:

.commence in October of 1973 and be completed by February 1, 1974;
.be reviewed by the entire faculty of Omega College during the month February; necessary changes would be incorporated into the report and the completed study would be presented to Omega on March 10, 1974 for approval or disapproval.
.if approved, the proposal would then be submitted to the President of the College of DuPage for his approval in light of educational and budget considerations.
.if approved, the program would be instituted in September of 1974 for the entire academic year (Sept. 1974-Aug. 1975).

A select committee of nine members would be asked to undertake this study.

- .five faculty members (including one counselor) from Omega College
- .one member from the Educational Development Team
- .two students from Omega student body
- .the Dean of Instruction

Funds for this special project are requested for:

$ 50.00	-------materials and supplies
2,100.00	-------conferences away from campus when necessary (recommend 3 weekends: Oct. Dec. Jan.)
102.00	-------student secretary (5 hours per week for 12 weeks)
36.00	-------costs for coffee per each session
$2,288.00	

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Assignment Guideline

a proposal

It is recommended that a performance standard be established in each instructional area. * This standard would indicate the maximum number of students that can be scheduled into a given subject offering. The standard which is set would permit the goals and objectives of the particular offering being successfully achieved. Exceeding the determined standard would adversely affect the success of the offering.

EXAMPLES:

psychology 110	45 students
math 101	30 students
history 101	50 students

Once a total performance standard for all instructional offerings has been established, no increases in the p.s. would be allowed during a given year. An efficiency rate would then be determined.

EXAMPLE:

Fall Term	90%
Winter Term	80 or 85%
Spring Term	75 or 80%

An individual instructor would be assigned a certain number of courses over a year of three quarters according to the curriculum design of a college. His teaching responsibility would be set by the performance standard.

EXAMPLE:

a history instructor's assignment

Fall	Winter	Spring
101 50 students	102 50 students	103 50 students
101 50 students	102 50 students	103 50 students
102 50 students	103 50 students	102 50 students
150 students	150 students	150 students

150 students per quarter X 3 quarters = 450 students a.p.s.

450 students represents his annual performance standard

The efficiency rate would be applied:

150 students less 10%	Fall 15 students loss factor
150 students less 15%	Winter 22 students loss factor
150 students less 20%	Spring 30 students loss factor
450 students	67 allowable loss

Thus, if a teacher offered or made available instructional service for 450 students over a three-quarter period, he would have met his performance standard. The assignment configuration would be an individual college decision. If the teacher also met his efficiency rate (actually taught 383 students or more but less than 451), then the teacher's teaching assignment would be considered satisfactory.

Otherwise, the instructor would be expected to serve a 40 hour week. His duties would include those elements viewed essential to the learning climate. The elements include instruction, advising, office hours, preparation of material, committee involvement and/or other duties as determined by the dean of his respective college.

* To determine the performance standard, a select group might be formed.

a. an outside and independent group
b. Council with Chairman of Instructional Council
c. the Instructional Council
d. a mixture of the above

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UNIVERSITY OF CALIF.
LOS ANGELES

DEC 30 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

TO: Dr. Rodney Berg August 16, 1973

FROM: Omega College

A proposal to undertake a special project in the area of Staff Development.

PROPOSAL: To study the feasibility of establishing an annual assignment system within Omega College for 1974-75.

All faculty assignments would be annually constructed over four quarters.

Each assignment would always reflect:

a. the policies, mission, philosophy and plan of the College of DuPage.
b. the guidelines established by the College Council.
c. the philosophy and goals of Omega College.
d. the needs of the students.
e. the individual faculty member's goals or objectives.

The configuration of an assignment would normally include:

a. instructional service (based upon performance standard and student enrollment)
b. advising and conference time
c. student life activities
d. all college committee work
e. individual college committee work
f. planning and evaluation time
g. profession/personal growth

The annual assignment would distribute the faculty member's professional effort accordingly:

a. instructional service would equal	50%	of total annual assignment
b. advising and conference would equal	10%	of total annual assignment
c. student life activities would equal	10%	of total annual assignment
d. all college committee work would equal	3%	of total annual assignment
e. individual college committee work would equal	5%	of total annual assignment
f. planning and evaluation would equal	16%	of total annual assignment
g. professional growth would equal	6%	of total annual assignment
	100%	

The totality of annual assignments would:

provide:
.a comprehensive picture of professional effort;
.a constancy of professional effort;
.an integrated educational program;
.a stability in scheduling;
.an instrument for individual and college assessments.

require:
.the offering and an annual educational program and schedule;
.setting of individual goals and objectives coinciding with college goals and objectives;
.an identification and listing of individual capabilities, limitation, and styles;
.extensive profiles of student needs and wants (via Institutional Research);
.a careful and on-going expression and projection of college identity.